DOCUMENT RESUME

ED 062 217 SO 000 589

TITLE	Fifth Grade Social Studies Unit and Student Readings.
INSTITUTION	Park Forest Public Schools District 163, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	70
NOTE	79p.; Final revision, July 15, 1970
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Concept Teaching; *Cultural Awareness; Cultural Differences; Elementary Grades; Ethnic Groups; Ethnic Relations; *Ethnic Studies; Ethnology; Grade 5; *Human Relations Units; Immigrants; *Intergroup Education; Minority Groups; Resource Units; *Social Studies Units

ABSTRACT

The social studies resource unit and student readings for fifth grade pupils present the main idea that America is a heterogeneous society composed of different racial, religious, cultural, and ethnic groups who have continued the struggle to gain equal rights and opportunities. Pupils discover where immigrants came from, why they came to America, and what their problems of adjustment were after arrival. Study and analysis of democratic ideals and values leads to an understanding that they are not applied equally to minority groups. Past treatment of Indians, and Negroes is examined. Activities that provide opportunities for learning how it feels to be discriminated against are given. Emphasis is upon recognition of the many cultural and political contributions made by the ethnic groups. Thinking tasks supplied in this unit are on concept formation, interpretation of data, and application of generalizations. Twenty-five learning activities are coordinated with the thinking tasks. Supplementary features include a bibliography of books, filmstrips, films, and maps, and three teacher appendices. (Related documents are: ED 048 035 through ED 048 041.) (Author/SJM)

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FIFTH GRADE SOCIAL STUDIES UNIT

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Final Revision:
July 15, 1970

Main Idea: The United States is a blend of many nationalities and races; ethnic and raci
United States have carried on a continuing struggle to gain equal rights and

CONTENT	LEARNIN
1. America from its beginning has been a heterogeneous society composed of different racial, religious and ethnic groups. 2. Early in our history our nation committed itself to certain democratic ideals and values. 3. These ideals were not applied equally to Indians, Negroes and non-European groups. 4. Although all ethnic groups in America have faced problems in gaining equal treatment, discrimination against racial groups has been more intensive and of longer duration. 5. Many individuals and groups have contributed to the struggle for equal rights for all Americans.	Opener/ Ask the children: "Do we hav lived in another country befo States? Does anyone have par country? Grandparents? How each of us or our families ca the United States? Lead to the idea of intervie people in the school or commu the questions we might ask ou After you have children's ide their questions in preparing duplicate the sample guide. Alternate: In situations whe the community may be sensitiv use this activity instead: Make a tally of members natives of the state. Make a tally of the stat in other states. Discuss the benefits to move in and the problems move in. Another alternate opening act make a family tree showing wh were born.

Materials

Books

Arnspiger - Values to Share

Beust - American Backgrounds

d States is a blend of many nationalities and races; ethnic and racial groups in the tates have carried on a continuing struggle to gain equal rights and opportunities.

CONTENT	LEARNING EXPERIENCES
beginning has been ociety composed of religious and ory our nation to certain demo- values. not applied s, Negroes and ps. ic groups in d problems in atment, discrim- acial groups ensive and of and groups have e struggle for all Americans. ls Share Backgrounds	Opener/ Ask the children: "Do we have anyone in our room who lived in another country before coming to the United States? Does anyone have parents who lived in another country? Grandparents? How could we find out where each of us or our families came from when coming to the United States? Lead to the idea of interviewing families or other people in the school or community. "What are some of the questions we might ask our families?" List on board. After you have children's ideas about questions, use their questions in preparing an interview guide or duplicate the sample guide. (see page 2) Alternate: In situations where children, parents, or the community may be sensitive about national origins, use this activity instead: Make a tally of members of the class who are natives of the state. Make a tally of the state origins of those born in other states. Discuss the benefits to a state when new people move in and the problems that arise when people move in. Another alternate opening activity is to have each student make a family tree showing where parents and grandparents were born.

Interview Information

Question	Mother's Family	
a. When did you or your ancestors come to America? b. What were the reasons for coming? c. What were the feelings about moving? d. From what country did you or your ancestors come? e. Where in America did you or your ancestors first settle? f. What problems were there in adjusting to a new country? g. What was their occupation before coming to America? After coming?		

Note: You might want to attach the following note to help the children explain the purp sheet.

Dear Parents,

We are just now beginning one of the major fifth grade social studies units--the stu who make up the American population.

We will be discovering where people came from, why they came to America, and how the America. Especially, we'll be finding the many contributions of each of the varied nati racial groups that make up America. You can help by filling out this interview form wit information will give us a personal background from which we can work. We will share th

Signed _____

Note: Set a due date for the interview sheet. Then chart the information as it is brou used in Activity 12.

Go ahead with Activities 1-11.

Interview Information

Question	Mother's Family	Father's Family
your ancestors come to America?		
easons for coming?		
eelings about moving?		
ry did you or your ancestors come?		
a did you or your ancestors first settle?		
ere there in adjusting to a new country?		
occupation before coming to America?		

nt to attach the following note to help the children explain the purpose of the interview

beginning one of the major fifth grade social studies units--the study of the many peoples
rican population.
overing where people came from, why they came to America, and how they adjusted to life in
y, we'll be finding the many contributions of each of the varied national, cultural, and
make up America. You can help by filling out this interview form with your child. This
ve us a personal background from which we can work. We will share this information on

_____

Signed _____

te for the interview sheet. Then chart the information as it is brought in. This will be
.

ities 1-11.

CONTENT		LEARNING EXP
Handlin-	American Jews: Their Story	Development/
Hillbrand-	The Norwegians in America The Swedes in America	1. Tell students: Pretend that of the American colonies just Revolution. What kind of peo Where did these people come f their ideas on the chalkboard complete, have students group each group.
Johnson-	The Irish in America	
Hughes-	Pictorial History of the Negro in America	
Kennedy-	A Nation of Immigrants	
Leathers-	The Japanese in America	Note to Teacher: This activi with practice in Thinking Tas Thinking Tasks throughout the in the margin for the conveni
Lerner-	The Germans in America	
Michalek-	A Look Into The Past	2. Assign students the reading: Colonies (Student Readings).
Patrick-	The Progress of the Afro-American	Point out that the letters ar men who lived in or visited t before the Revolution. This time to discuss the difference secondary material.
Rambeau-	China Boy Stranger at Cherry Hill	
Robinson-	Calvalcades	a. Discuss these questions:
Shippen-	Passage to America	1) What groups were repre two colonies?
Spangler-	The Negro in America	2) Were there people livi that were not mentione
Stanek-	How Immigrants Contributed to Our Culture	

CONTENT	LEARNING EXPERIENCES
n Jews: Their Story	Development/
wegians in America ies in America	1. Tell students: Pretend that you are a visitor to one of the American colonies just before the American Revolution. What kind of people would you meet? Where did these people come from? Let students list their ideas on the chalkboard. When the list is complete, have students group the items and label each group. Note to Teacher: This activity provides students with practice in Thinking Task I - Concept Formation. Thinking Tasks throughout the unit are identified in the margin for the convenience of the teacher.
sh in America	
al History of the Negro ica	
n of Immigrants	
anese in America	
rmans in America	
Into The Past	
gress of the Afro-American	
by r at Cherry Hill	
ades	
to America	
ro in America	
grants Contributed to ture	
	2. Assign students the reading: "Letters from Two Colonies" (Student Readings). Point out that the letters are based on accounts by men who lived in or visited these colonies just before the Revolution. This would be an appropriate time to discuss the difference between primary and secondary material. a. Discuss these questions: 1) What groups were represented in these two colonies? 2) Were there people living in the colonies that were not mentioned in this reading?

CONTENT	LEARNING EX
<u>Filmstrips</u> Warren Schloat - <u>The American Indians, Part I</u> <u>The Negro, Part I</u> <u>The Negro, Part II</u> <u>The Jews</u> <u>The Italians</u> <u>The Irish</u> <u>The Japanese and the Chinese</u> <u>The Puerto Ricans</u> <u>Ghettoes of America</u> <u>The Germans</u> <u>Films</u> Encyclopedia Brittanica - <u>Thomas Jefferson</u> McGraw-Hill - <u>Frederick Douglass: The House on Cedar Hill</u> Bailey - <u>I Have a Dream</u> McGraw-Hill - <u>Our Immigrant Heritage</u> <u>Maps</u> Makers of the USA <u>Student Readings</u> 1. Letters from Two-Colonies 2. Population Groups, 1790 Census 3. Declaration of Independence 4. This We Believe 5. The Case of Frederick Douglass 6. Slaves Protest Slavery	3) Why do you think mentioned Indians 4) Should Indians an in a list of peop at that time? 5) Do you think that thought of Indian people? Why or w 6) After reading thi say about the dif lived in Pennsylv before the Americ 3. Give students the data sh 1790 Census (Student Read a. Have students study t these questions: 1) How many people w United States in 2) How many of these How many were Negr 3) How large a group population? 4) How did the size o with that of non-w white group a larg

CONTENT	LEARNING EXPERIENCES
American Indians, Part I Negro, Part I Negro, Part II Jews Italians Irish Japanese and the Chinese Puerto Ricans ttoes of America Germans ica - Thomas Jefferson ick Douglass: The House ar Hill eam nigrant Heritage Colonies , 1790 Census dependence rick Douglass lavery	3) Why do you think neither colonial writer mentioned Indians or Negroes? 4) Should Indians and Negroes be included in a list of people living in colonies at that time? 5) Do you think that early colonists thought of Indians and Negroes as people? Why or why not? 6) After reading this article, what can you say about the different groups that lived in Pennsylvania and New York just before the American Revolution? 3. Give students the data sheet "Population Groups, 1790 Census (Student Readings). a. Have students study the data and answer these questions: 1) How many people were living in the United States in 1790? 2) How many of these were white? How many were Negro? 3) How large a group was the Indian population? 4) How did the size of white groups compare with that of non-whites? Was the non-white group a large group?

CONTENT	LEARNING EXPE
7. Main Waves of Immigration 8. Americans Came From All Over The World 9. People of the Past: Jacob Riis 10. The Times, They Are A Changing	5) What nationality gr in the United State 6) What nationality wa 7) Was any nationality of the population? 8) What can you say ab of the United State days? b. Students may use the ce one or more of these ba 1) Groups in the Unite 2) English and Non-Engl 3) White and Non-White 4. Assign students the reading Independence" (Student Readi them when and why this docu a. Have students read aloud paragraphs of the Declar does this document say a have? b. Let individual students were important to the ea country. c. Optional: Show the film (FB-13).

CONTENT	LEARNING EXPERIENCES
mmigration From All Over The World ast: Jacob Riis Are A Changing	5) What nationality groups were represented in the United States at this time? 6) What nationality was the largest group? 7) Was any nationality group a majority of the population? 8) What can you say about the population of the United States from its earliest days? b. Students may use the census data to make one or more of these bar graphs: 1) Groups in the United States, 1790 2) English and Non-English Population, 1790 3) White and Non-White Population, 1790 4. Assign students the reading "The Declaration of Independence" (Student Readings). Review with them when and why this document was written. a. Have students read aloud the beginning paragraphs of the Declaration. What rights does this document say all Americans should have? b. Let individual students tell why these rights were important to the early colonists in our country. c. Optional: Show the film Thomas Jefferson (FB-13).

CONTENT	LEARNING EXPERIENCES
	5. Tell the children that Thomas Jefferson's first draft of the Declaration of Independence contained a section that was left out of the final Declaration. Write the first sentence of this section on the chalkboard and discuss its meaning. "He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of infidel powers, is the warfare of the Christian King of Great Britain. Determined to keep open a market where MEN should be bought and sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce; and that this assemblage of horrors might want no face of distinguished die, he is now exciting those very people to rise in arms among us, and to purchase that liberty of which He deprived them, by murdering the people upon whom He also obtruded them: thus paying off former crimes committed against the liberties of one people, with crimes which he urged them to commit against the lives of another." a. Discuss these questions: 1) What did Jefferson say the King of England had done? 2) How was slavery contrary to the rights stated in the Declaration of Independence?

CONTENT	LEARNING EXPERIENCES
	3) Why do you think the part about slavery was left out of the final Declaration? 4) How did this affect the welfare of Africans living in the colonies? 5) How did it affect the ideals of the Declaration of Independence? 6) What do you think might have been the outcome of the Revolutionary War if the slaves had sided with the British and taken up arms against the Americans? Note to Teacher: This would be a good time to remind students of the contributions of Negro soldiers during the Revolutionary War. Negro soldiers fought side by side with white soldiers in ten brigades. About 4000 Negro soldiers served with the Continental Army and their efforts helped our country win its freedom. b. Have students select one of the following sentences to complete: 1) If black men had been present when the Declaration of Independence was discussed, then _____ 2) If the section protesting slavery had been left in the Declaration of Independence, then _____ 3) If many of the signers of the Declaration of Independence had not been slaveholders, then _____

CONTENT	LEARNING EXPERIENCES
	6. Assign students the reading "This We Believe" (Student Readings). Tell students that at the time our government was formed, the people who formed it had certain ideas about the kind of government they wanted. Ask students to take notes on these two questions: What kind of government did the Americans want? What rights did they want? a. Following the reading, discuss these questions: 1) Why was a government set up among the colonies? 2) What was important about this form of government? 3) Why were some people unhappy with the Constitution as it was first written? 4) What rights did they want added? Was this done? 5) Do you think these rights still represent the views of the people in the United States about the kind of country they want? Why or why not? b. Optional: Have students conduct a "Man on the Street" interview program taking place in Philadelphia in 1787 when news of the new Constitution became known. Include among

CONTENT	LEARNING EXPERIENCES
	those interviewed for their opinions and feelings on the Constitution-a wealthy merchant, a working man, a free Negro, a Negro slave of one of the southern delegates, an Indian from a Pennsylvania tribe, a veteran from the Revolutionary Army.
	7. Tell students: Americans have long been proud of the ideals our government stands for. What are some of these ideals?
	a. List student ideas on the board. Discuss the meaning of each idea and save the list for use in Activity 11.
	b. Have students tell which of these ideals were mentioned in the Declaration of Independence, which in the Constitution and Bill of Rights.
	8. Have students read "The Case of Frederick Douglass" (Student Readings).
	a. Let them select one or more of these situations from Frederick Douglass' life to dramatize:
	1) Colonel Lloyd came to the slave cabin to tell Frederick's grandmother that Frederick must be sent to the big house to learn to work as a houseservant. Frederick and his grandmother say farewell and Frederick is taken off by Colonel Lloyd.
	2) Frederick overheard other slaves discussing a co-worker who has run away to freedom. Frederick asks them to tell him what freedom is.

CONTENT	LEARNING EXPERIENCES
	3) Mr. Auld discovered that his wife is teaching Frederick to read. He forbids her to do so because learning to read will make Frederick a bad slave. b Optional: Show the film The House on Cedar Hill: Frederick Douglass (CES-2), or the filmstrip Frederick A. Douglass (FF-121). Use this material to review the conditions of slave life and the importance of Frederick Douglass in the history of the United States. These questions may be discussed: 1) What were the living conditions of the Negro slaves? 2) Why were slaves prevented form learning to read? 3) Did Negro slaves want freedom? How did Frederick Douglass get freedom? 4) Was Frederick Douglass an important man in our country's history? Why do you think we should study about him today? 9. Have students read "Slaves Protest Slavery" (Student Readings). a. Discuss these questions: 1) What were the different ways that Negroes protested against slavery?

CONTENT	LEARNING EXPERIENCES
	2) Which ways of gaining freedom were most successful? 3) How did white Americans help them gain freedom? 4) It was often said many of the slaves in the South were well taken care of and happy. Is it possible to be a happy slave? Happy in what ways? 5) Before the Revolutionary War Patrick Henry said, "Give me liberty or give me death." Was he talking about slavery? b. Select one of these expressive activities: 1) Have small groups of students dramatize secret slave meetings taking place at night on a southern plantation. Topics for dramatization might be: (1) slaves discuss plans to revolt against their masters; (2) an escaped slave returns to lead others to freedom and tells about his escape on the Underground Railroad, those who helped him and his life as a free man in the North; (3) an agent of the Underground Railroad tells the slaves of plans for an escape the next night; (4) a plantation slave tells his feelings about the loss of his wife and children after their sale to a plantation owner in another state.

CONTENT	LEARNING EXP
The NEA poetry formula may be used for short poems about the life of the Negro slaves: First line -- name of something Second line -- two words describing the name Third line -- three words telling what the person does Fourth line -- four words telling how the person feels Fifth line -- repeat the name or its synonym Example: Slave Tired, hungry Bending, working sighing Sad, homesick, dicouraged, angry Slave	2) Have the class wri the feelings of th lives and/or their (Keep in mind that from sun up to sun 3) Play a recording o While listening to songs, let the cla of the music throu Use large sheets o black, blue colors students to use bo brush. Display th title--Feeling in 4) Have children writ slave experiences. 10. Show the filmstrip, The Am (Minorities Have Made Amer CES-F 87) a. Discuss these question 1) How did the coming affect the Indians 2) How did the Indians settlers? 3) How did the settle Indians? 4) How did the Indians loss of their land?

CONTENT	LEARNING EXPERIENCES
formula may be used s about the life of the name of something two words describing three words telling rson does - four words telling son feels repeat the name or e d, hungry ing, working sighing homesick, dicouraged, angry e	2) Have the class write poems which portray the feelings of the slaves about their lives and/or their desire for freedom. (Keep in mind that the field slave worked from sun up to sun down.) 3) Play a recording of Negro slave songs. While listening to the recording of the songs, let the class express the feelings of the music through tempera painting. Use large sheets of paper of red, yellow, black, blue colors and encourage the students to use bold strokes of the paint brush. Display the paintings under the title--Feeling in Color. 4) Have children write a short story about slave experiences. 10. Show the filmstrip, <u>The American Indians, Part I.</u> (Minorities Have Made America Great, Set II, CES-F 87) a. Discuss these questions: 1) How did the coming of the white man affect the Indians' way of life? 2) How did the Indians help the early settlers? 3) How did the settlers feel about the Indians? 4) How did the Indians respond to the loss of their land?

CONTENT	LEARNING EXPERIENCES
	5) What was the Indian Removal policy? 6) How do you think the Indians felt about this policy? 7) In what other ways did the actions of white men harm the Indians? 8) Do you think all people agreed with this policy toward the Indians? If not, why did they go along with the policy? b. Let individual students tell why they think our government did not give "life, liberty and the pursuit of happiness" to Indian groups. 11. Have students refer back to the list of ideals of our country completed in Activity 7. a. Discuss these ideals: 1) Were the ideals on this list important ones when our government was formed? 2) Were all of these ideals guaranteed to everyone living in our country? 3) What people or groups were not given freedom or equality? 4) Why do you think these groups were not treated the same as other Americans? 5) What can we say about the way in which these ideals were realized in the early days of our country's history? 13

CONTENT	LEARNING E
Thinking Task II - Interpretation of Data	b. Have students select and write a one-para our ideals from the or an Indian living in the early days of Give Me Liberty Life, Liberty an Happiness Land of the Free Equality for All Let My People Go 12. By now all of the childre the information on their Discuss the following que to the chart. The teache responses on the board. get responses from all ch a sufficient number of re ences. a. Discuss these questio 1) What do you notic the families came 2) What do you notic the families came 3) What do you notic the families sett 4) What do you notic before coming to ing? If there is think caused it?

CONTENT	LEARNING EXPERIENCES
	b. Have students select one of these titles and write a one-paragraph statement about our ideals <u>from the viewpoint of a Negro or an Indian</u> living in the United States in the early days of our government. Give Me Liberty or Give Me Death Life, Liberty and the Pursuit of Happiness Land of the Free Equality for All Let My People Go
II - Interpretation of Data	12. By now all of the children should have charted the information on their family's background. Discuss the following questions in relationship to the chart. The teacher may list the children's responses on the board. It is not necessary to get responses from all children, but encourage a sufficient number of responses to show differences. a. Discuss these questions: 1) What do you notice about when most of the families came to America? 2) What do you notice about where most of the families came from? 3) What do you notice about where most of the families settled? 4) What do you notice about their occupations before coming to America and after arriving? If there is a change, what do you think caused it?

CONTENT	LEARNING EXPERIENCES
	b. From the chart, the teacher or an able student can list all the reasons the families had for coming and the problems these families had on a ditto sheet. The sheet can be passed out to the class. Have the children make a list of what they feel are the most common reasons why families came to America. c. Now ask students to write a single sentence: What can we say about our families when they came to America? 13. Ask the children: What groups of people who have come to America to settle have we studied so far? (Indians, French, English, our families) Pass out the reading "Main Waves of Immigration (Student Readings). Compare arrival dates of student's families with the main waves of immigration. Tell class, since there were so many groups and so many dates, seven representative groups will be studied. 14. Tell the class that people from many different groups came to the United States to settle and that seven groups have been selected for further study. Divide the class into seven committees and assign each committee a group of people and the sources to use in doing research on this group. a. Students will use these questions as guides for their research. 1) When did this group come to America?

CONTENT	LEARNING EXPERIENCES
	2) Why did they come? 3) What problems did they face here? 4) How did they help our country grow? 5) What famous Americans belonged to this group? b. Readings for each group are listed below: 1) 1840 Irish --"Off for America," Cavalcades, pp. 96-109. Tells of potato famine in Ireland. --"The Last Rail is Laid," American Backrounds pp.212-213. Type of work done by Irish and Chinese in 1869. --Passage to America. Reasons, problems, contributions, pp. 35-39 --A Nation of Immigrants, pp. 17-18, 51 --The Irish in America 2) 1840-1860 Germans --"Johannes Neesz's Christmas Gifts," American Backgrounds, pp. 176-180 --How Immigrants Contributed to Our Culture --Passage to America. Reasons, problems, contributions, pp.82-101 --A Nation of Immigrants, pp. 51-55 --The Germans in America

CONTENT	LEARNING EXPERIENCES
	3) 1860-1870 Chinese and Japanese --"To the City of Golden Hills," Cavalcades, pp. 146-158. Shows reasons for a Chinese boy to come to America. --"The Last Rail is Laid," American Backgrounds, pp. 212-213. Type of work done by Irish and Chinese in 1869. --How Immigrants Contributed.... Reasons, problems, contibutions, pp. 73-75 --Passage to America, Reasons, p. 121, Problems, pp. 121=128 --Nation of Immigrants. Problems and reasons, pp. 62-63 --The Japanese in America --China Boy 4) 1870-1880 Norwegian and Swedish --"A Pocketful of America," Cavalcades pp. 110-126 --"The Broken Axle," American Backgrounds, pp. 262-270. Norwegians settle in Minnesota in 1867. --Passage to America. Problems, pp.56-63. Reasons for Swedes, pp. 77-78 --How Immigrants Contributed.... Reasons and contributions, pp. 44-47 --Nation of Immigrants. Reasons and contributions, pp. 55-57 --The Norwegians in America --The Swedes in America

CONTENT	LEARNING EXPERIENCES
	5) 1890 Italians --"Luigi's New Home," Life in America, pp. 301-314. The story of an Italian family immigrating in 1890. --How Immigrants Contributed.... Contributions, pp. 53-54 --Passage to America. Reasons, pp. 139-140, problems, pp. 144-145, contributions, pp. 146-147 --Nation of Immigrants, Reasons, problems contributions, pp. 58-60 --The Italians in America --Stranger at Cherry Hill 6) 1890's Polish, Russian and East European --"Homeless Birds," Cavalcades. pp. 159-164. Tells of a young Jewish girl's adventures in America. --Nation of Immigrants. Reasons, problems, contributions, pp. 61-62. Special mention of Russians. --Passage to America. pp. 152-156 --How Immigrants Contributed.... Reasons, problems and contributions, pp. 78-80 When, reasons, problems of Southern and Eastern Europe, pp. 51-52 --"Journey to America," Arrivals and Departures, pp. 34-45. Story of a peasant family leaving Yugoslavia (Dalmatia) in 1906. --American Jews: Their Story

CONTENT	LEARNING EXPERIE

Note to Teacher: The film Our Immigrant Heritage (FC-47) may also be shown at this time. Students will see this film again in Activity 24.

7) Pre and Post Civil War Ne

Readings for each group a

--How Immigrants Contri
Culture. Contributio
Civil War, pp. 62-68
After Civil War, pp.
--Passage to America.
War, pp. 178-179
--"One Friday Morning,"
Our Times, Certner-He
(This story should be
readings.)
--The Story of the Amer
--The Negro in America
--Pictorial History of

15. While students are involved in
these class activities may be c

a. Pass out and discuss the re
Come From All Over the Worl
Readings).

b. Show these filmstrips:

The Negroes, Part 1
The Negroes, Part 2
The Jews
The Italians
The Germans
The Irish
The Japanese and
The Chinese

CNT

The film Our Immigrant
ay also be shown at
ts will see this film
24.

LEARNING EXPERIENCES

7) Pre and Post Civil War Negroes

Readings for each group are listed below:

--How Immigrants Contributed To Our Culture. Contributions, problems before Civil War, pp. 62-68
After Civil War, pp. 69-71
--Passage to America. Problems after Civil War, pp. 178-179
--"One Friday Morning," Short Stories of Our Times, Certner-Henry, pp. 151-161 (This story should be included in dittoed readings.)
--The Story of the American Negro
--The Negro in America
--Pictorial History of the Negro in America.

15. While students are involved in independent research, these class activities may be carried on:

a. Pass out and discuss the reading, "Americans Come From All Over the World." Student Readings).

b. Show these filmstrips:

The Negroes, Part 1	CES-F-61
The Negroes, Part 2	CES=F-62
The Jews	CES-F-63
The Italians	CES-F-64
The Germans	CES-F-65
The Irish	CES-F-66
The Japanese and The Chinese	CES-F-91

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CONTENT	LEARNING EXPERIE
Thinking Task II - Interpretation of Data	c. Invite someone from the recently arrived in this his or her experiences w Students may use their r as topics for a group in d. Individual students may information about immigr into this area. (A Look Louise Michalek) 16. When the class seems ready their information on a cha one below: a. Columns for the chart sh

GROUP	WHEN	WHY	PROBLEMS	CON

A completed chart is giv

b. When students have compl focus attention on the l in the chart in turn. A

1) What differences do

2) How do you account f

3) What seems to be the

4) Can you make a state for us to remember a been discussing?

NT

LEARNING EXPERIENCES

k II - Interpretation of Data

c. Invite someone from the community who has recently arrived in this country to discuss his or her experiences with the class. Students may use their research questions as topics for a group interview.

d. Individual students may wish to look up information about immigrant groups coming into this area. (A Look Into The Past by Louise Michalek)

16. When the class seems ready, have them chart their information on a chart similar to the one below:

a. Columns for the chart should be:

GROUP	WHEN	WHY	PROBLEMS	CONTRIBUTIONS	PEOPLE

A completed chart is given on the next page.

b. When students have completed their charting, focus attention on the last three columns in the chart in turn. Ask these questions:

1) What differences do you notice?

2) How do you account for these?

3) What seems to be the same for these groups?

4) Can you make a statement important enough for us to remember about what we have been discussing?

GROUP	WHEN	WHY	PROBLEMS	CONTRIBUTIONS
Irish	1840	To escape bad conditions in Ireland (potato famine: loss of land.) To have a better life.	Paid low wages. Had to live in crowded cities Were disliked because of their religion.	Helped build ra canals, etc. En politics in cit Sports-music-li
Germans	1840-1860	To gain political freedom To have better life To get land to farm	Had to learn new language. Struggled for economic gains. Disliked during World War II.	Settled farms, craftsman;polit education(kinde Christmas custo
Chinese and Japanese	1860-1870	To get jobs and earn money to take back to China. To mine gold. To have a better life.	Paid low wages. Had to learn new language and customs. Not allowed to own land. Put in camps in World War II	Built railroads restaurants and businesses. Fa formerly poor l in World War II architecture.
Norwegian Swedish	1870-1880	To get land to farm in America. To have a better life.	Lived on isolated farms. Hard life while clearing land and building homes. Had to learn new language and customs	Settled plains grew food for n tered governmen fought in wars. literature-reli
Italian	1890	Land in Italy was poor To get better jobs in America. To have a better life.	Had to learn to live in cities. Disliked because of their religion. Paid low wages. Had to learn new languages and customs.	Built subways a buildings in bi Music (opera) -
Polish Russian East European	1890	To escape religious persecution. To escape military service. To have a better life.	Were not given equal treatment because of religion. Had to learn new language and customs. Couldn't get good jobs.	Worked in indus started small b Helped form lab Literature-art-
Negro	1619-1829	Brought here against will as slaves. Given freedom after Civil War. Moved North after war because wanted greater freedom.	Not given equal rights. to education and jobs. Discrimination and prejudice. Not treated as citizens	Helped build we South. Fought i Sports - music science - medic

Y	PROBLEMS	CONTRIBUTIONS	PEOPLE
bad conditions in potato famine· and.) To have a fe.	Paid low wages. Had to live in crowded cities Were disliked because of their religion.	Helped build railroads, canals, etc. Entered politics in cities. Sports-music-literature.	Michael Cudahy John L.Sullivan John J.McGraw J.F. Kennedy
olitical freedom etter life nd to farm	Had to learn new language. Struggled for economic gains. Disliked during World War II.	Settled farms, skilled craftsman;politics; education(kindergarten) Christmas customs.	Carl Schurz Horace Mann Babe Ruth Albert Einstein
bs and earn take back to mine gold. To tter life.	Paid low wages. Had to learn new language and customs. Not allowed to own land. Put in camps in World War II	Built railroads. Started restaurants and small businesses. Farmed formerly poor land.Served in World War II. Food-art-architecture.	Hideyo Noguchi S.I.Hayakawa I.M. Pei Hiram L.Fong
nd to farm in To have a fe.	Lived on isolated farms. Hard life while clearing land and building homes. Had to learn new language and customs	Settled plains states and grew food for nation. Entered government and fought in wars. Music-literature-religion.	John Ericson C.Lindbergh C. Sandburg Glenn Seaborg
Italy was poor etter jobs in To have a fe.	Had to learn to live in cities. Disliked because of their religion. Paid low wages. Had to learn new languages and customs.	Built subways and buildings in big cities. Music (opera) - food.	Constantine Brumi F. LaGuardia A. Toscanni Ennco Fermi
e religious per- . To escape service. To have life.	Were not given equal treatment because of religion. Had to learn new language and customs. Couldn't get good jobs.	Worked in industry and started small businesses. Helped form labor unions. Literature-art-music.	David Sarnoff C. Fleischman Igor Sikorsky David Dubinsky
here against will s. Given freedom vil War. Moved ter war because reater freedom.	Not given equal rights. to education and jobs. Discrimination and prejudice. Not treated as citizens	Helped build wealth of South. Fought in wars. Sports - music - dance science - medicine	A. Tubman Frederick Douglass G.W. Carver M.L. King,Jr.

CONTENT	LEARNING EXPERIEN
THE NEW COLOSSUS Here at our sea-washed, sunset gates shall stand A mighty woman with a torch, whose flame Is the imprisoned lightning, and her name Mother of Exiles.... Cries she, "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!" --Emma Lazarus	17. Write on the chalkboard the poe by Emma Lazarus. (The last line plaque of the base of the Statu a. Ask students: 1) Why is this poem one of treasured symbols? 2) What does the poem tell came to the United Stat expect to find here? 3) How do you think they f here? 4) Why has America been ca Opportunity"? b. Let students pretend to be by boat to the United State letters expressing their fe saw the Statue of Liberty. 18. To help students identify on th with some of the problems that groups faced, have them role pl of these situations: a. Patrick Murphy and his son out early in the morning t At the first factory they a big sign on the gate: N Mr. Murphy said to the gat worker and so is my son. a job here?" The gatekeep "On with you! We don't wa What should Mr. Murphy and

ENT	LEARNING EXPERIENCES
COLOSSUS -washed, sunset stand with a torch, od lightning, s.... e me your poor, sses yearning ree, fuse of your e. homeless, to me, beside the " ma Lazarus	17. Write on the chalkboard the poem "The New Colussus" by Emma Lazarus. (The last lines are engraved on a plaque of the base of the Statue of Liberty. a. Ask students: 1) Why is this poem one of America's most treasured symbols? 2) What does the poem tell about why people came to the United States? What did they expect to find here? 3) How do you think they felt when they arrived here? 4) Why has America been called "The Land of Opportunity"? b. Let students pretend to be immigrants coming by boat to the United States. Have them write letters expressing their feelings when they first saw the Statue of Liberty. 18. To help students identify on the feeling level with some of the problems that different minority groups faced, have them role play one or two of these situations: a. Patrick Murphy and his son Michael started out early in the morning to look for jobs. At the first factory they came to, they saw a big sign on the gate: No Irish Need Apply. Mr. Murphy said to the gatekeeper, "I'm a good worker and so is my son. Why can't I apply for a job here?" The gatekeeper laughed and said, "On with you! We don't want your kind here." What should Mr. Murphy and his son do?

CONTENT	LEARNING EXPERIENCES
In developing role playing situations, these steps should be followed: 1. Presenting and discussing the situation. 2. Discussing one way to solve the problem. 3. Inviting initial participation by taking a role yourself or by assigning roles to verbal children. 4. Discussing the initial enactment. 5. Posing other alternatives. 6. Acting out alternatives. 7. Exploring alternatives for consequences. 8. Making a decision as to the best alternative.	b. Carl Schmitt rushed home from the kitchen of his family home surely have something good for father was sitting at the kitc a German newspaper. He could of his parents conversing in t "Papa, Mama," Carl said. "Why in German. We are Americans n should speak English," What s Schmitt do? c. The Yashima family had worked a little money. They decided land so that they could own th start a small farm. Mr. Yashi owner of the land and offered sorry," the owner said, "but t new law. Japanese people can' state." Mr. Yashima returned son Taro said, "Why should we aren't allowed to have the sam people in this country have?" Mr. Yashima do? d. The Swenson family looked arou expanse of land. So this woul home. "It is far from neighbo said. Just then a big gust of in everyone's eyes. "It will get this land ready to farm," "Oh, Papa," said the children lonely here. Let's go back to should the Swenson family do?

	LEARNING EXPERIENCES
ng situations, llowed: scussing the y to solve the problem. participation by rself or by o verbal children. itial enactment. rnatives. atives. tives for as to the best	b. Carl Schmitt rushed home from school and entered the kitchen of his family home. His mother would surely have something good for him to eat. His father was sitting at the kitchen table reading a German newspaper. He could hear the low voices of his parents conversing in their native tongue. "Papa, Mama," Carl said. "Why do you always talk in German. We are Americans now. All of us should speak English," What should Mr. and Mrs. Schmitt do? c. The Yashima family had worked hard and had saved a little money. They decided to buy a piece of land so that they could own their own home and start a small farm. Mr. Yashima went to the owner of the land and offered to buy it. "I'm sorry," the owner said, "but they just passed a new law. Japanese people can't buy land in this state." Mr. Yashima returned to his family. His son Taro said, "Why should we work hard if we aren't allowed to have the same things other people in this country have?" What should Mr. Yashima do? d. The Swenson family looked around them at the bare expanse of land. So this would be their new home. "It is far from neighbors," Mrs. Swenson said. Just then a big gust of wind blew dust in everyone's eyes. "It will be hard work to get this land ready to farm," Mr. Swenson said. "Oh, Papa," said the children. It's cold and lonely here. Let's go back to Sweden." What should the Swenson family do?

ENT	LEARNING EXPERIENCES
	e. Mrs. Natale discovered that she needed some things from the store. "Angelo, Maria, come here," she called. "Please go to the store for me." The two children started down the street. They got to the middle of the block when they saw a group of children blocking the sidewalk. "Macaroni and Spaghetti," called the children. "You can't pass here." Maria began to cry. "My name isn't Macaroni," she said. "It's Maria Natale." The children all laughed. What should Angelo do?
	f. Sammy Glazer sat on the edge of the group and listened to the boys talk about the club where they went to swim and play games. He decided to go there and see how to become a member. He walked up to the man at the desk and said, "I'd like to join this club." "What's your name?" the man asked. "Sammy Glazer," replied Sammy. "I live in a flat just down the street." "Are you Jewish?" asked the man. "What difference does that make?" Sammy asked angrily. "I'm sorry, son, but we don't allow Jewish members in this club." What should Sammy do?
	g. George Lincoln rushed into the house and bolted the door. "What's the matter?" his wife Ella asked. "I went down to the courthouse to register to vote. The man there told me they didn't let Negroes vote in this county. He said I'd really get into trouble if people found out I was trying to vote. Susie Lincoln said to her father, "Every American should be able to vote." "What's the matter with you, Daddy. Are you afraid to ask for your rights?" What should Mr. Lincoln do?

CONTENT	LEARNING EXPER
Thinking Task II - Interpretation of Data	19. Review with students th retrieval chart. a. Discuss these quest differences between European ethnic gro European origin: 1) Were the proble the U.S. from c same as those c from Africa or 2) Do you think th coming had any 3) Do you think th background had 4) Was it easier c white groups to America? Why? 5) Are non-white g equal basis in b. Help students summa asking: "What can experiences of non- 20. Ask students: Do you t Europe needed help to a United States? What ki Who do you think helped

ENT	LEARNING EXPERIENCES
Interpretation of Data	19. Review with students the problems column on the retrieval chart. a. Discuss these questions to bring out the differences between the experiences of European ethnic groups and those of non-European origin: 1) Were the problems of people who came to the U.S. from countries of Europe the same as those of people who came here from Africa or Asia? 2) Do you think their different reasons for coming had any effect on this? 3) Do you think their different racial background had any effect on this? 4) Was it easier or more difficult for non-white groups to gain acceptance in America? Why? 5) Are non-white groups accepted on an equal basis in America today? b. Help students summarize this discussion by asking: "What can you say about the experiences of non-white groups in America?" 20. Ask students: Do you think the immigrants from Europe needed help to adjust to life in the United States? What kind of help did they need? Who do you think helped them?

NT	LEARNING EXPERIENCES
	a. Assign the class the reading, People of Our Past: Jacob Riis," (Student Readings), b. Let individual students summarize the reading by telling who Jacob Riis was, what he did to help immigrants, why his work was important c. Have students discuss in turn each of the people mentioned in the summary at the end of the article. Do they know who these people were? How did each of them contribute to better inter-group relationships in the United States? 21. Have students look again at the contributions column of the retrieval chart. Select one of these expressive activities: a. Make a mural showing contributions of all groups of Americans. b. Plan an American Heritage Dinner in which foods are served from many backgrounds. Foods from different countries may be purchased from a local supermarket. Students may wish to tour a supermarket to note and list the various food items of foreign origin c. Exhibit objects which represent the cultural contributions of groups of people in America-- art, music, foods, place names, clothes, etc.

CONTENT			LEARNING EXPERI
Spanish	Italian	German	c. Discuss, using a pan Coming to America Ha
cigar	balcony	dunk	
patio	balloon	kindergarten	e. Make a bulletin boar ways that people of work together.
cargo	pilot	damp	
banana	violin	cramp	f. Scramble the list of column to the left a the country or langu word came.
adobe	bandit	book	
Scandinavia	Hebrew	Japanese	
crook	jubilee	jusitsu	g. Let students write s of famous people of grounds and present Have Made America Gr
skill	kosher	kamikaze	
ski			
bang	Polish	Hungarian	
fellow	polka	goulash	
		coach	
Greek	Arabic	French	22. Have students read "The (Student Readings).
crown	sofa	artist	
planet	lemon	barrel	a. Discuss these questi
hour	coffee	flavor	
alphabet	candy	perfume	1) What is the Civi
paper	cipher	omelette	2) How did the Civi influence other
			3) What rights are
			4) What methods are attention to the
			5) How do their pro
			6) Is it important Why or why not?

ENT	
n	German
y	dunk
n	kindergarten
	damp
	cramp
	book
	Japanese
	jusitsu
	kamikaze
	Hungarian
	goulash
	coach
	French
	artist
	barrel
	flavor
	perfume
	omelette

LEARNING EXPERIENCES
d. Discuss, using a panel, "Changes People Coming to America Have Brought About."
e. Make a bulletin board of news photos showing ways that people of different backgrounds work together.
f. Scramble the list of words given in the column to the left and let students find the country or language from which each word came.
g. Let students write short biographical sketches of famous people of different ethnic backgrounds and present a pageant "People Who Have Made America Great."
22. Have students read "The Times, They Are A-Changing" (Student Readings).
a. Discuss these questions:
1) What is the Civil Rights Movement?
2) How did the Civil Rights Movement influence other groups in America?
3) What rights are minority groups seeking?
4) What methods are they using to call attention to their demands?
5) How do their problems affect our country?
6) Is it important to solve these problems? Why or why not?

T	LEARNING EXPERIENCES

b. Optional: One or more of these activities may be used to give students more information about the problems of minority groups in the United States today:

1. Students may read pages 102-119 of The Progress of the Afro American for additional intake on the Civil Rights movement.

2. Individual students may do research and report to the group on these organizations or leaders:

   The NAACP
   The Southern Christian Leadership Conference
   The Urban League
   The Anti-Defamation League
   Martin Luther King, Jr.
   Thurgood Marshall
   Roy Wilkins
   Whitney Young
   Malcolm X

3. The filmstrips Jerry Lives in Harlem (CES-F=56-57 and Anthony in Watts (CES-F-58-59) may be shown to give additional intake on problems of black Americans.

4. A speaker from one of the local human relations groups may be invited to talk about their group's work in the community.

   South Suburban Human Relations Council
   Park Forest Human Relations Council

CONTENT	LEARNING EXPE

OUTWITTED

He drew a circle that shut me out
Heretic, rebel, a thing to flout
But love and I had the wit to win:
We drew a circle that took him in.

-- Edwin Markham

Note to Teacher: Value sheets are a useful device for helping students think through an issue. A value sheet consists of a controversial statement and a series of questions duplicated on a sheet of paper and distributed to the class. Each student completes the value sheet by himself, preferably setting down answers in writing. Later students may share their answers through small or large group discussions.

23. Select one of these act
to see their own respon
to help improve persona
ships.

a. Write on the board
Yourself". Ask:
Tell children to ea
likes least. Then
thing about this pe
likeable. Suggest
likeable characteri
later ask if anyone
attitude toward som
Try to have them te

b. Have two children e
arises when we meet
have a negative att

Have the same two c
out what takes plac
friend.

Does our attitude t
person's attitude t
reaction there? How

c. Use the poem "Outwit
to prepare a value s
These questions may

ITTED

circle that shut me out
ebel, a thing to flout
nd I had the wit to win:
circle that took him in.

-- Edwin Markham

e sheets are a useful
lents think through an
consists of a contro-
a series of questions
of paper and distributed
ident completes the value
erably setting down
ter students may share
small or large group

LEARNING EXPERIENCES

23. Select one of these activities to help students to see their own responsibility as individuals to help improve personal and intergroup relationships.

a. Write on the board "Love Your Neighbor as Yourself". Ask: "How do you love yourself?" Tell children to each think of the person he likes least. Then tell them to think of one thing about this person they find most likeable. Suggest they watch for a second likeable characteristic next time. A few days later ask if anyone has felt a change of attitude toward someone in the last few days. Try to have them tell why or why not.

b. Have two children enact the situation which arises when we meet someone toward whom we may have a negative attitude.

Have the same two children (or two others) act out what takes place when we meet a warm friend.

Does our attitude toward a person affect that person's attitude toward us? Is there a chain reaction there? How can we break it?

c. Use the poem "Outwitted" by Edwin Markham to prepare a value sheet for the class. These questions may be used:

	LEARNING EXPERIENCES
	1) Have you ever been shut out by other people? 2) How did it make you feel? 3) What did you do about it? 4) How could you help someone who has been shut out by others feel better? 5) Have you done anything this week to help another classmate feel accepted?

24. Show the film Our Immigrant Heritage (FC-47).

a. Ask Students:

1) Why did people come to America? Are people still coming to America today for the same reasons?

2) How has America been helped by the contributions of people from many lands?

3) Did people who came to America have problems in adjusting to life here? Do people coming today have these same problems?

4) What can we do to help all people in the United States have equal opportunities and equal rights?

CONTENT	LEARNING EXPERI
Thinking Task III - Application of Generalization	b. Write the question: Wh board. Have individual question. "People who live in Ame response. Help childre see that people with ma and ideas are all Ameri 25. Say, "Now you're going t might seem really strange imagine yourself in a wor people like yourself." "What are all the thing a result of this? Thin as you can. Think of s have if everyone in the you. Jot down some of and we'll share them to During the sharing the the problems which woul composed of only <u>one</u> ty children verbalize our human beings and for th contributions which go

T	LEARNING EXPERIENCES.
I - Application of Generalization	b. Write the question: Who are Americans? on the board. Have individual students answer this question. "People who live in America" may be the first response. Help children to go beyond this to see that people with many different backgrounds and ideas are all Americans. 25. Say, "Now you're going to do something which might seem really strange! You're going to imagine yourself in a world that <u>only</u> contains people like yourself." "What are all the things which might happen as a result of this? Think of as many consequences as you can. Think of some things you would <u>not</u> have if everyone in the world were exactly like you. Jot down some of your ideas at home tonight and we'll share them tomorrow." During the sharing the following day, discuss the problems which would arise if the world were composed of only <u>one</u> type of person. Help the children verbalize our need for differences in human beings and for the unique individual contributions which go to make an effective whole.

	LEARNING EXPERIENCES

Conclusion

Write this statement on the chalkboard:

We Need Each Other

Let individual students tell why our country needs the talents and contributions of each of its citizens. Have students make posters to illustrate the statement or have them write a summary paragraph telling what the statement means to them.

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This We Believe
The Case of Frederick Doug
Slaves Seek Freedom
Main Waves of Immigration
Americans Come From All Ov
People of the Past: Jacob
The Times, They Are A-Chan

Teacher Appendix

Comparing The Questioning
The Tasks

Data Sheets: White and Nc
Income and Employment

Chicago's Melting Pot

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Teacher Appendix

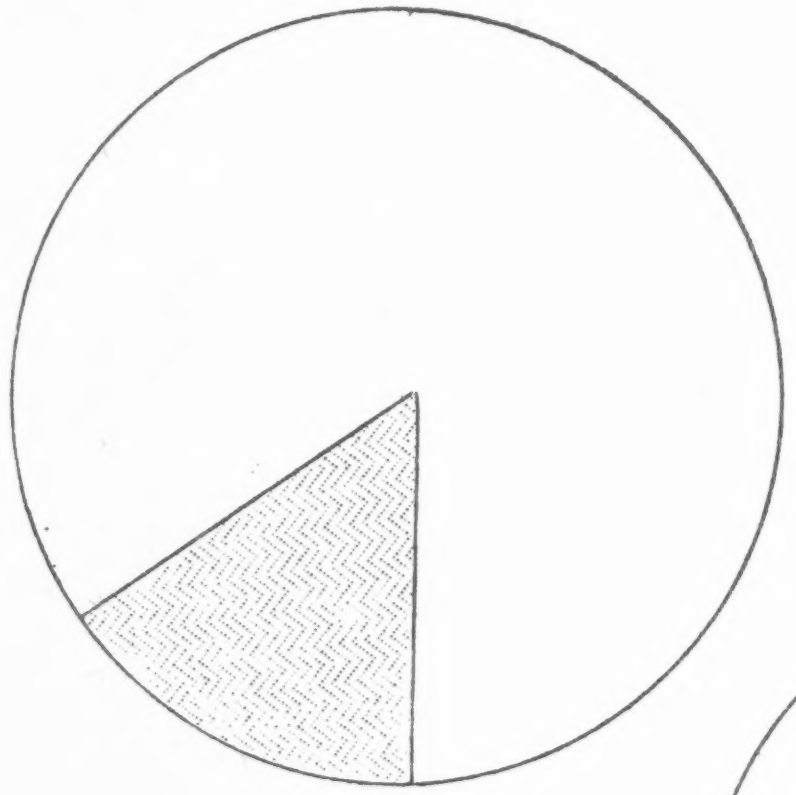
Comparing The Questioning Sequences of The Tasks

Data Sheets: White and Non-White Income and Employment

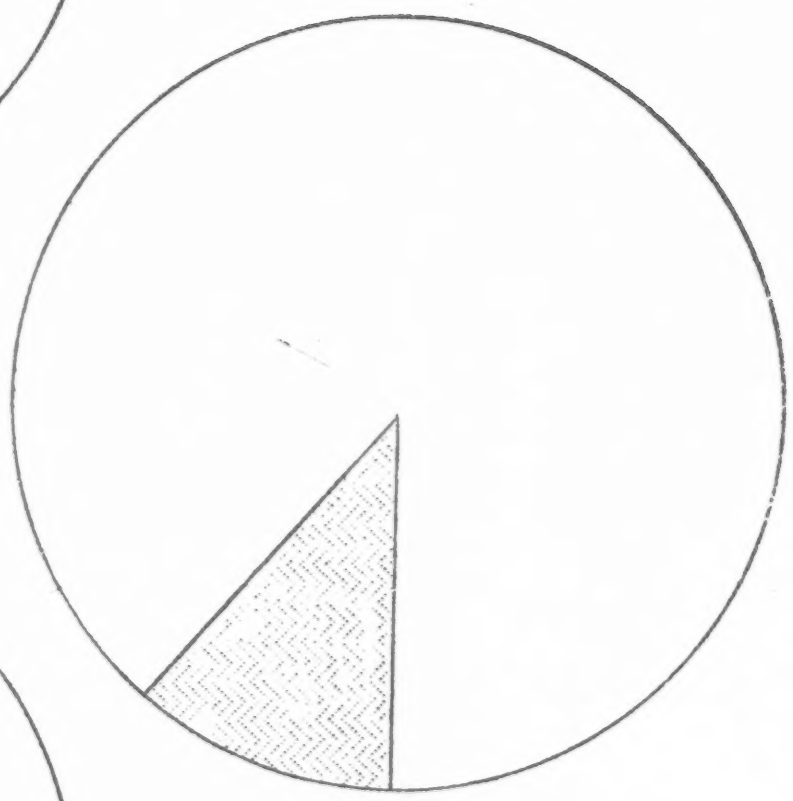
Chicago's Melting Pot

DATA SHEETS: WHITE AND NON-WHITE INCOME AND EMPLOYMENT

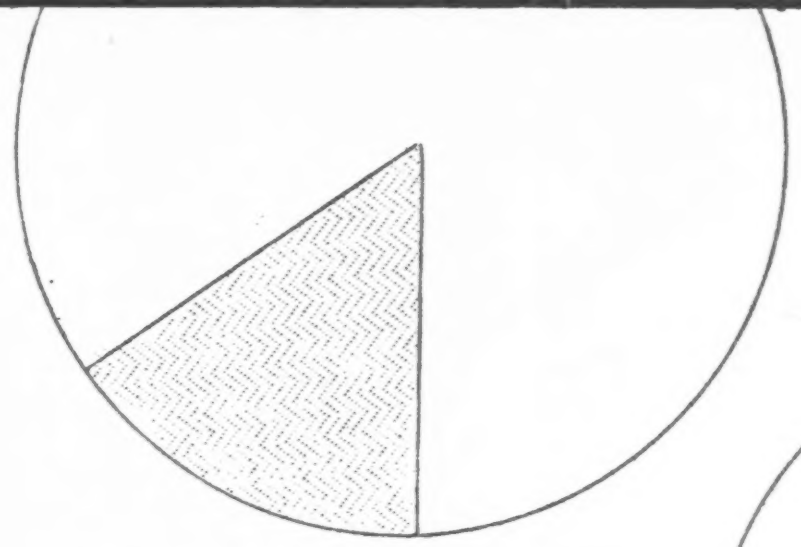
Who Are The Poor?



15.3% of all Americans



11.9% of total whites



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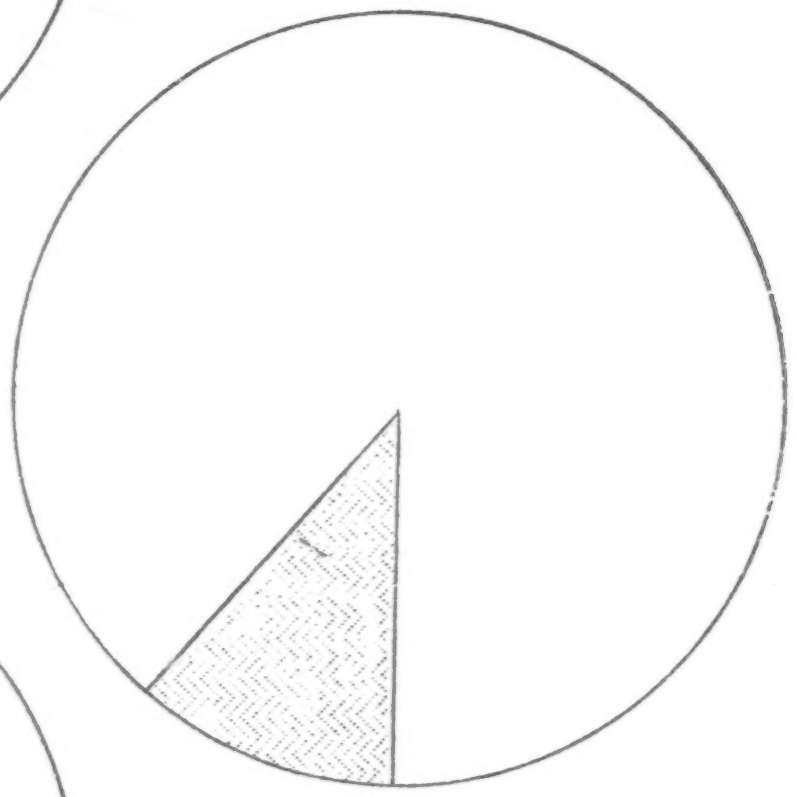
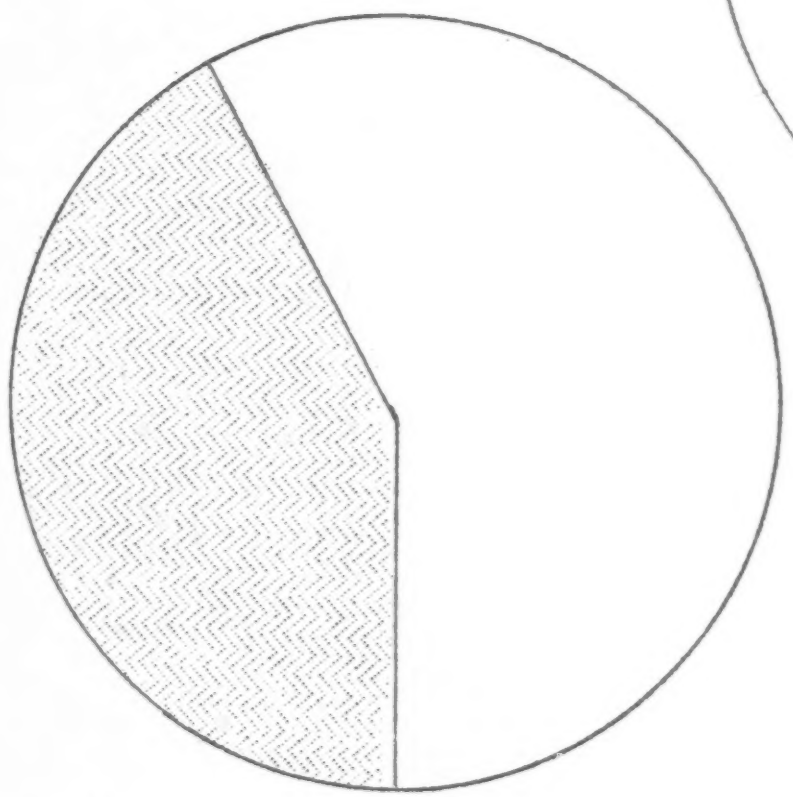


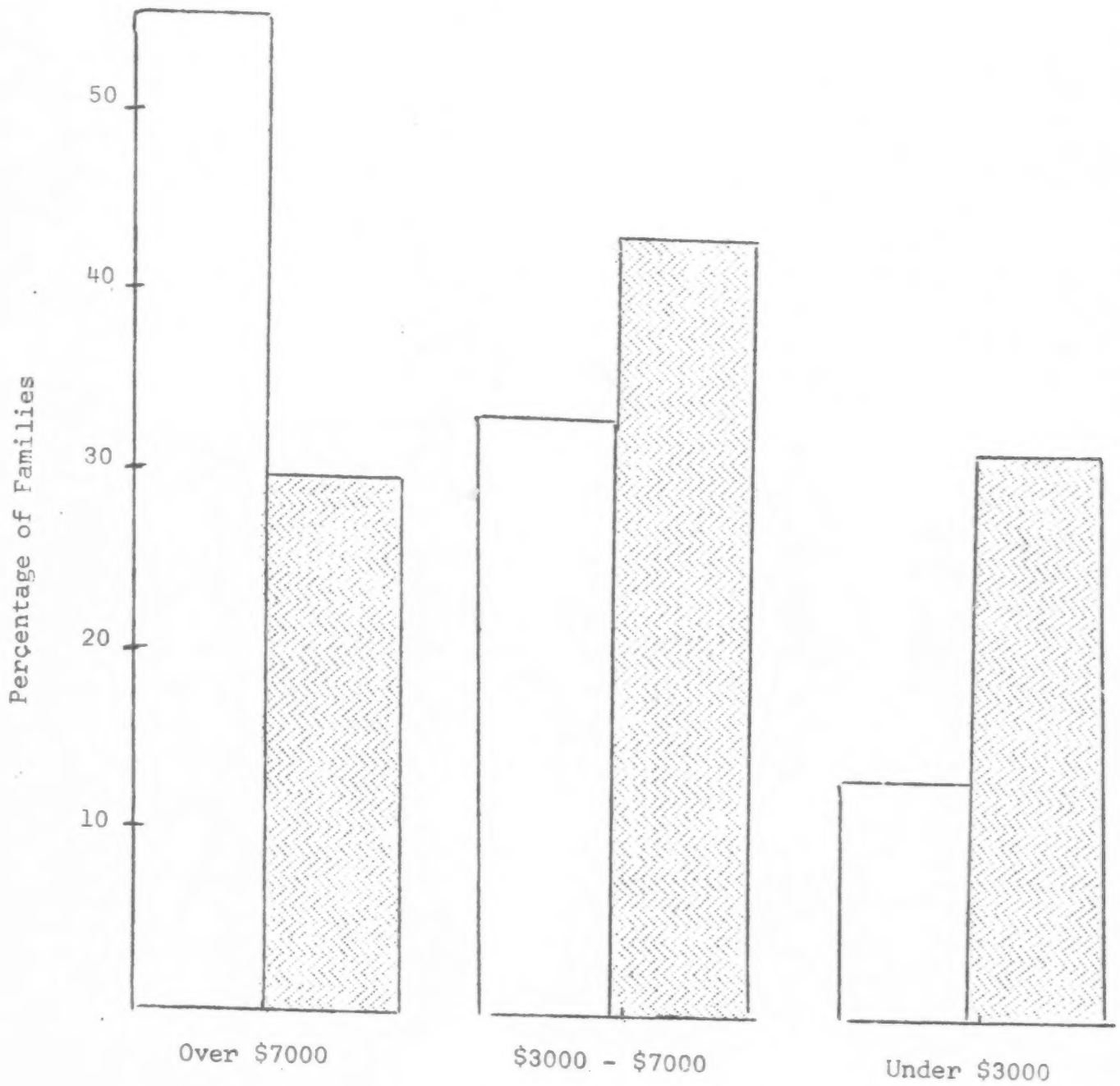
11.9% of total whites



40.6% of total blacks

Source: Report of the National Advisory Commission on Civil Disorders (New York: Bantam, 1968), p. 258

What Is Family Income?



Source: Report of the National Advisory Commission on Civil

What Kind of Jobs Do People Have?

Type of Job	Percentage of White Men in Each Type of Job	Percentage of Non-White Men in Each Type of Job
Professional	27%	9%
Clerical and Sales	14%	9%
Craftsmen and Foreman	20%	12%
Machine Operators	20%	27%
Service Workers	6%	16%
Non-Farm Laborers	6%	20%
Farmers and Farm Workers	7%	8%

Source: Report of the National Advisory Commission on Civil Disorders (New York: Bantam, 1968), page 254

CHICAGO'S MELTING POT

"No Firework."

That's the entirely scrutable sign on the doors of shops in Chicago's Chinatown as Independence day approaches.

Outside of that, the authentic flavor of the Orient pervades the area around 22nd street and Wentworth avenue, heart of the city's hemmed-in Chinatown, which houses an estimated 3,000 Americans of Oriental descent.

O, sure, you can buy plaster Buddhas and other items if you persist, but you'll find much that's charming and plenty that's tasty in the colorful area.

You can buy a huge wok, (a shallow Chinese cooking utensil) Chinese vegetable seeds, delicious almond cookies, lichee nuts and other goodies in the Dong-Kwe Company, a combination gift and bakery shop where Wwon Wong caters to tourists and his black-pajama-clad neighbors as well.

Buy the kids a bamboo whistle if your ears can stand it. Visit any of the fine and inexpensive restaurants. It's fun and, honest, you won't be hungry an hour later.

Maybe you'd like to stroll down Unter den Linden? Make it north Lincoln avenue in Chicago instead and you'll find gemuetlichkeit in ample measure.

From Diversey parkway north on Lincoln, you're in Little Germany. Window signs read "Mann Spricht Deutsch" in the little art shops, bookstores and the dellies featuring schnitzel and potato dumplings.

The strudel is super in the mom-and-pop bakeries and there are even German films in the Davis theater.

It's another world in the sprawling city and fun to see.

And then there are the pubs like The River Shannon, on Armitage at Hudson, where the Irish young and the Irish old clink glasses with the Germans that are still left in the once thriving neighborhood, now making a comeback.

Now, though, you see a Puerto Rican or a Negro or a hippie, and John Cloherty and his partner Grace-still a handsome gal at 76-serve them with a touch of the brush and more than a touch of a charming Irish brogue.

In the 5900 block on Chicago avenue, you can buy Irish tobacco, Dublin newspapers, real soda bread and beautiful Irish fisherman's knit sweaters and brighten your day with a chat with Noreen Kelly at Gaelic Imports.

A stroll thru Andersonville is highly recommended. This is the Foster Avenue Clark street area and it's almost as Scandinavian as Stockholm. There are goodies galore and some good buys on Danish-designed furniture.

And still, every morning at 10 a.m. Andersonville merchants respond to the ringing of a bell and come out to sweep their sidewalks clean.

Maybe you'd like a stay-at-home trip to Poland. "Little Poland" isn't as solidly Polish as it used to be, but the area around Division street and Milwaukee avenue still has more than enough ethnic charm to be interesting.

Tom Watts - Chicago Today, June 24, 1970

STUDENT READING #1

PEOPLE OF TWO COLONIES

The new colonies in America excited the interest of people in the old world. Who were these new Americans? Visitors from Europe and colonial writers living in America described life in the different colonies. Their accounts tell us much about the American people just before the time of the American Revolution.

William Winterbothan described the people of Pennsylvania in the late 1700's in these words:

> "The inhabitants of Pennsylvania are principally the descendants of the English, Irish and Germans, with some Scotch, Welsh, Swedes and a few Dutch. There are also many of the Irish and Germans who emigrated when young or middle-aged. Those of chiefly English extraction compose about one-third of the inhabitants. The Irish mainly come from the north of Ireland, which was originally settled from Scotland: hence they have sometimes been called Scotch-Irish, to denote their double descent: but they are commonly and more properly called Irish, or the descendants of people from the north of Ireland. The Germans compose about one quarter of the inhabitants of Pennsylvania.[1]

Peter Kalm, who travelled to the colonies in the middle 1700's, wrote about the different nationality groups living in the colony of New York. In 1775, one-half of the white population was of English background. This percentage of English was probably lower in New York City where there was a very large Dutch group. Kalm also pointed out that people from different religious groups had settled in New York.

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[1]William Winterbotham, An Historical, Geographical, Commercial and Philosophical View of the United States and of the European Settlements in America and the West Indies (London: Ridgway, Symonds and Holt, 1795, 4 vols.) Vol. II, pp. 437-440

STUDENT READING # 2

POPULATION GROUPS: 1790 CENSUS

Group	Population 1790	Percent of Total Population
White	3,172,000	80.7%
Free Negro	59,319	1.5%
Slave Negro	697,681	17.8%
Total Population	3,929,000	100%

Indians living in the various states were not counted in the 1790 census. No accurate figures are available for Indian population in 1790.

NATIONAL ORIGINS: 1790 CENSUS

Country of Origin	Population in U. S. 1790	Percent of Total Population
England	1,935,748	49.1%
Scotland	266,276	6.8%
Ulster	192,320	4.8%
Free State	98,364	3.0%
Germany	278,964	7.0%
Holland	109,848	2.7%
France	54,924	1.4%
Sweden	23,104	0.6%
Unassigned	212,352	5.3%
Totals	3,172,000	80.7%

Source: Historical Statistics of the United States - Colonial Times to 1957, U. S. Department of Commerce, Bureau of the Census

STUDENT READING #3

THE DECLARATION OF INDEPENDENCE

When the Second Continental Congress met in Philadelphia, the colonists faced the problem of whether to seek freedom from English rule. On June 7, 1776 Richard Henry Lee of Virginia offered a resolution that declared the colonies to be free and independent states. John Adams seconded the motion and a committee was named to draft a "declaration." This committee was made up of Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman and Robert R. Livingston. The chief responsibility for writing the declaration fell to Thomas Jefferson.

In the Declaration of Independence, the Americans stated their reasons for wanting to be free. They listed the wrongs that had been committed by the English king. They asked that independence be granted but they also made it clear that, if it was not, they would fight to win it.

The beginning paragraphs of the Declaration of Independence state some of the ideals that the founders of our country believed to be important:

> "We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness--
>
> "That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed--
>
> "That whenever a Form of Government becomes destructible of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, layings its foundations on such principles and organizing its power in such form, as to them shall seem most likely to effect their Safety and Happiness."

STUDENT READING #4

THIS WE BELIEVE

After the Revolutionary War the citizens of the United States found themselves facing another trying period. They had been unhappy with the British government and now they were dissatisfied with their own government. Each state made decisions for its own citizens. There was little cooperation among the different states. There was no strong central government to help the people work together.

Once more men from the different states met in Philadelphia to solve a problem. Their task was to write a constitution for a new form of government that would unite the different states. For long months they debated. Finally, they decided upon a form of government where power would be shared between the national government and the states.

The Constitution written by the delegates in Philadelphia stated in its preamble the purposes of this new form of government:

> "We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Other sections of the Constitution described the three branches of government to be set up and told what each branch was to do. The legislative branch (Congress) was to make the laws for the country. The executive branch (President) was to see that the laws were carried out. The judicial branch (Supreme Court) was to decide problems that resulted when the laws were not obeyed or were challenged.

Most people in the states agreed with the plan of government outlined in the Constitution yet many of them felt that it did not go far enough in protecting the right of individual citizens. They wanted sections added to the Constitution that would guarantee certain rights to all Americans.

STUDENT READING # 4 (Cont'd)

These rights had not yet been added to the Constitution in 1789 when happy singing crowds gathered in New York City to witness Washington's inauguration as first President under the Constitution. Six of the thirteen states had agreed to the Constitution only if these rights would be added as soon as possible.

Because of this agreement, the first ten amendments to the Constitution were written during Washington's administration. These amendments are known as the "Bill of Rights" and they became the law of our land on December 15, 1791.

The people were particularly happy with the first amendment. This amendment guarantees freedom of speech, religion, press and political assembly. The other nine amendments in the Bill of Rights list different rights that people have in our form of government. People charged with crimes must be given a fair trial. They may not be unjustly punished. They must be allowed to face their accusers. Most of the individual rights that we value today are set down in the Bill of Rights.

The democratic ideals of the citizens of our country can be found in these documents written long ago. The Constitution of the United States and the Bill of Rights echo the voices of our founding fathers who with courage and conviction stated, "This We Believe."

STUDENT READING # 5

THE CASE OF FREDERICK DOUGLASS

What does it mean to be a slave? A famous Negro tells why his ears rang with the tones of the "silver trump of freedom."

Frederick Douglass was born into slavery in Maryland around 1817, never knew who his father was, and was separated from his mother early in life. In 1838, at about the age of 20, he escaped to New York. As a freeman he became an eloquent speaker on behalf of abolition, addressing the conventions of Northern anti-slavery societies. Later in his life he became a recruiter of Negro soldiers during the Civil War, secretary of the Santo Domingo Commission, marshal and recorder of deeds of the District of Columbia, and United States minister to Haiti. In 1845, he wrote Narrative of the Life of Frederick Douglass from which the following excerpts are taken:

The Slaves.....received their monthly allowance of food, and their yearly clothing. The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse Negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them. The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, was not considered a very great privation. They found less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their

STUDENT READING # 5 (Cont'd)

sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed--the cold, damp floor--each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. There must be no halting; every one must be at his or her post; and woe betides them who hear not this morning summons to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling; no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear.....

While I lived with my master in St. Michael's there was a white young man, a Mr. Wilson, who proposed to keep a Sabbath school for the instruction of such slaves as might be disposed to learn to read the New Testament. We met but three times, when Mr. West and Mr. Fairbanks, both class-leaders, with many others, came upon us with sticks and other missiles, drove us off, and forbade us to meet again. Thus ended our little Sabbath school in the pious town.....

I have said my master found religious sanction for his cruelty. As an example, I will state one of many facts going to prove the charge. I have seen him tie up a lame young woman, and whip her with heavy cowskin upon her naked shoulders, causing the warm red blood to drip; and, in justification of the bloody deed, he would quote this passage of Scripture--"He that knoweth his master's will, and doeth it not, shall be beaten with many stripes."

On the first of January, 1834, I left Mr. Covey, and went to live with Mr. William Freeland, who lived about three miles from St. Michael's. I soon found Mr. Freeland a very different man from Mr. Covey. Though not rich, he was what would be called an educated southern gentleman. (Mr. Freeland).....seemed to possess some regard for honor, some reverence for justice, and some respect for

STUDENT READING # 5 (Cont'd)

humanity.....Very near Mr. Freeland lived the Rev. Daniel Weeden, and in the same neighborhood lived the Rev. Rigby Hopkins. These were members and ministers in the .....church. Mr. Weeden owned, among others, a woman slave, whose name I have forgotten. This woman's back, for weeks, was kept literally raw, made so by the lash of this merciless, religious wretch.....His maxim was: Behave well or behave ill, it is the duty of a master occasionally to whip a slave, to remind him of his master's authority.....

It would astonish one, unaccustomed to a slave-holding life, to see with what wonderful ease a slave-holder can find things of which to make occasion to whip a slave. A mere look, word, or motion--a mistake, accident, or want of power--are all matters for which a slave may be whipped at any time.

Does a slave look dissatisfied? It is said, he has the devil in him, and it must be whipped out.

Does he speak loudly when spoken to by his master? Then he is getting high-minded, and should be taken down a button-hole lower.

Does he forget to pull off his hat at the approach of a white person? Then he is wanting in reverence, and should be whipped for it.

Does he ever venture to vindicate his conduct, when censured for it? Then he is guilty of impudence--one of the greatest crimes of which a slave can be guilty....

Does he, while ploughing, break a plough--or, while hoeing, break a hoe? It is owing to his carelessness, and for it a slave must always be whipped.

Mr. Hopkins could always find something of this sort to justify the use of the lash, and he seldom failed to embrace such opportunities. There was not a man in the whole country, with whom the slaves.....would not prefer to live, rather than with this Rev. Mr. Hopkins. And yet there was not a man any where round, who made higher professions of religion, or was more active in revivals.....

The more I read, the more I was led to abhor and detest my enslavers.....I loathed them as being the meanest as well as the most wicked of men. As I read

STUDENT READING # 5 (Cont'd)

and contemplated the subject, behold! That very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was not getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. I looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

--taken from Negro Views of America , The Legacy of Oppression, An American Education Publications Unit Book adapted from the Harvard Social Studies Project, 1967, pp. 7-9

STUDENT READING #6

SLAVES PROTEST SLAVERY

Most slaves were unhappy. Even those who were somewhat well cared for longed for freedom. They wanted to make their own decisions and to live their own lives. Slaves with cruel masters looked forward to escaping. Many of them also wished to seek revenge against their masters. Their unhappiness and hatred led large numbers of slaves to protest against slavery. They protested in every way they could. Many protested by doing as little work as possible. This caused the master to lose money.

Revolt and rebellion against the owners was another way to protest slavery and attempt freedom. Many thousands of slaves tried to revolt. From 1650 to 1865, there were over 200 reported slave revolts. The best known revolts were led by Gabriel Prosser, Charles Deslondes, Denmark Vesey and Nat Turner. None of these revolts succeeded and many of them resulted in great loss of life both on the part of the revolting slaves and on the part of white people killed during their protest.

Free Negroes in the North protested against slavery by working in the Abolition Movement. Abolitionists were people who wanted to do away with slavery. Both white and Negro Americans were members of the Abolitionist Movement. Abolitionists travelled around the country speaking against the slavery system. They helped free Negroes become educated and find jobs. Famous Negroes in the Abolitionist Movement were Frederick Douglass, Sojourner Truth and Harriet Tubman.

The Negro Abolitionists were very active leaders of the Underground Railroad. This was the name given to the many routes that slaves used to flee from the South into free territory. Some routes on the Underground Railroad went all the way North into Canada. Many people, Negro and white, northerner and southerner, worked together to help slaves escape.

The spirituals that the slaves sang as they worked were often used to tell about plans to escape from slavery. Southern masters who heard the slaves singing

STUDENT READING # 6 (Cont'd)

thought they were singing for happiness. Instead, the slaves used a secret language in these songs so that slavemasters and overseers could not understand what was being said.

Certain words were used to stand for other words or ideas. Words like Lord or God were used to mean the Abolitionist in the North. The words Satan or Devil meant the slave owner. Sinner was used to mean a traitor slave who might betray the plan to escape. An example is this song:

"Camp meeting in the wilderness,
There is a camp meeting here tonight.
Don't let the sinner have no rest.
There is a meeting,
We are going to drive old Satan from the land.'

This song really told the slaves about a meeting that night to plan an escape. The traitor slave was to be kept busy so he could not overhear their plans. At the meeting plans to get revenge on the slaveowner would also be discussed.

Besides being a clever form of communication, the rhythm of the spirituals and the singing, dancing and clapping that accompanied them was a way for the slaves to release their feelings. The life of a slave was difficult and unhappy. Worst of all, there was little that could be done to improve this life. Singing calmed the inner anger and helped the slave endure his suffering.

Only when freedom had been won could the Negro slaves be really happy. A favorite spiritual ended with these words:

"Free at last; free at last.
I thank God I'm free at last."

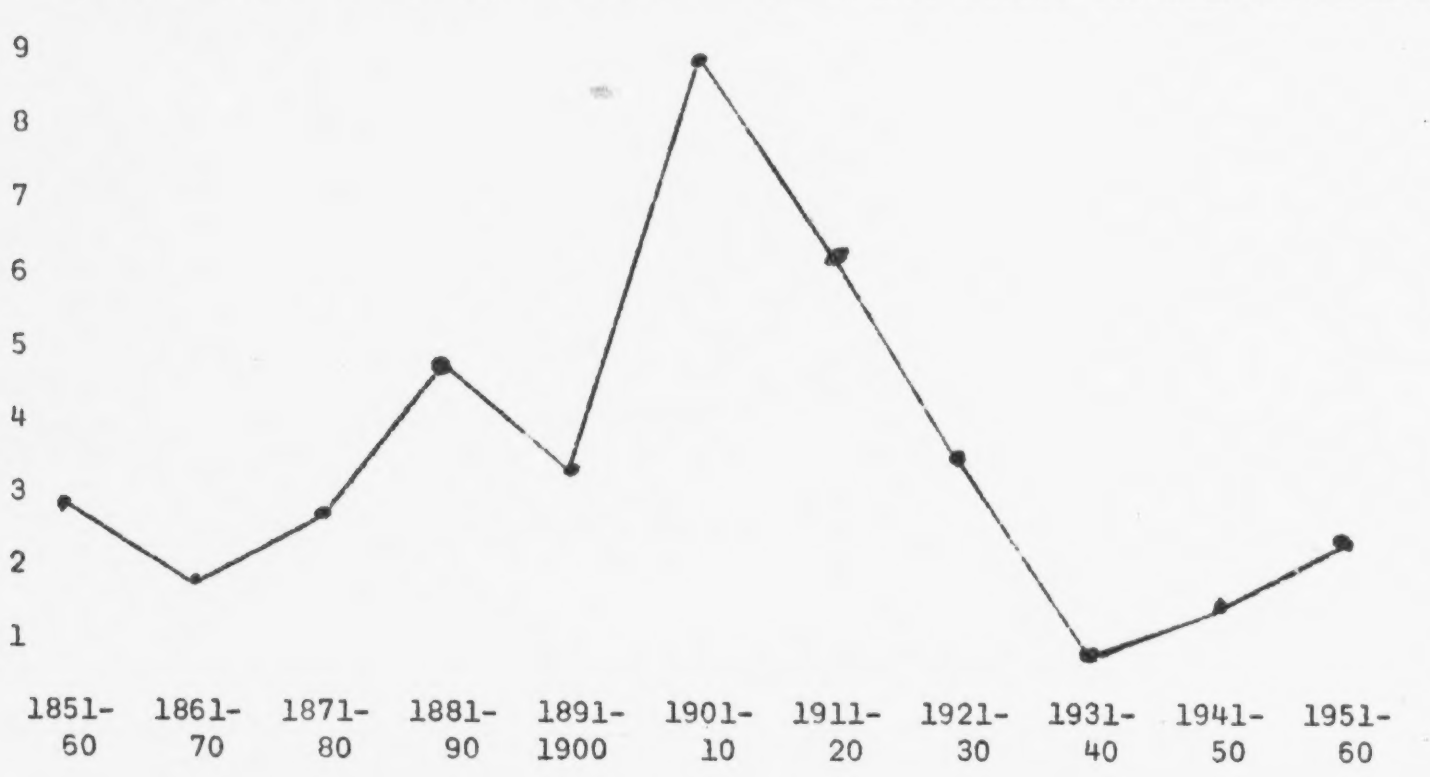
--Adapted from The Progress of the Afro-American by John J. Patrick, pages 40-43, and Negro History and Culture by Helen A. Archibald, pages 67 and 70.

STUDENT READING # 7

MAIN WAVES OF IMMIGRATION

English and French -- 1600's and 1700's
Germans and Irish -- 1840's - 1850's
Negro freemen -- 1865
Scandinavian farmers -- 1870's and 1880's
Chinese -- 1860's - 1870's
Italians, Russians, Polish, Czechs, Jews -- 1890's
Japanese -- 1900 - 1910
Mexican and Puerto Ricans -- 1920's - 1950's
Displaced persons of the 1950's

TOTAL NUMBER OF IMMIGRANTS ARRIVING IN THE UNITED STATES (to nearest million)



--From Cavalcades, Think and Do Book 6, Scott, Foresman and Company, 1965. Page 39.

STUDENT READING #8

AMERICANS COME FROM ALL OVER THE WORLD

The United States would not have grown into such a great industrial nation without the help of men and women who came to this country from other lands, the immigrants. They came to American for many reasons: a better living, the freedom to think and worship as they pleased, and a better education for their families.

We have always been a nation of immigrants. Early settlers in the United States came chiefly from Britain. Negroes were taken to Virginia in 1619 and forced into slavery. There were also Dutch, German and Swedish settlements along the Atlantic Coast. Most of the people began to speak English and live according to English customs. As a result, our language and many laws come from the English.

For a long time after the American Revolution, most of the immigrants came from countries of northern and western Europe. These people became known as the "old immigrants." They came to America when there was still a frontier, and much cheap land was available.

A great migration of Irish to the United States took place in the 1340's and 1850's. Millions of people left Ireland during these years because of a potato famine in Ireland. This was the period of improvements in transportation in America. Many of the Irish were able to find work building the new canals and railroads. At about the same time, large numbers of Germans came to America in search of freedom. The German people had no voice in their government. Many of these people settled in the Middle West where land was cheap. People also came from Norway, Sweden and Denmark to farm in the Middle West.

In the 1850's and 1860's, immigrants came from China. They worked in the mining camps of the West. Many found jobs on the railroads that were built across the West.

The years from 1870 to 1910 were the years of the heaviest immigration. Twenty million people came to the United States during this period. Our industries were

STUDENT READING # 8 (Cont'd)

growing rapidly. Jobs were plentiful. There was a need for men to do the heavy work in our factories. During this period there was a change in the countries from which the immigrants came.

These "new immigrants" were the Italians, the Slavs, the Jews, the Poles and others from southern and eastern Europe. Their homelands were poor. They came to America at a time when the best farmlands were settled. These immigrants therefore settled chiefly in cities and worked in factories. Many had to take jobs at very low wages. It has always been the newcomer to America who has had to take the hard and disagreeable tasks.

Most of the immigrants landed in New York City when they first came to America. In the harbor they saw the Statue of Liberty--a tall figure of a woman holding a torch high above her head. The people of France had given Miss Liberty to the people of the United States in 1876. On the base of the statue is written: "Give me your tired, your poor, your huddled masses yearning to breathe free...."

The new immigrants did not bring only their labor. They brought colorful songs and dances, different foods, new learning and their own way of living. Among the immigrants of this period were men and women who made great contributions to our country and its growth. Charles Steinmetz of Germany and Nicola Tesla of Yugoslavia found new uses for electricity. Andrew Carnegie from Scotland helped to organize the giant steel industry. He used his great wealth to build museums and libraries. Joseph Pulitzer of Hungary became a leader in the newspaper world. Our music was enriched by the great composer, Victor Herbert, from Ireland. It is not possible to name all the immigrants who have been heroes in the story of our nation. The few men who are named are examples of hundreds who have done so much to help America grow. Our way of life owes much to these "newcomers" to our land.

The immigrant families learned how to be Americans in the public schools. Their children learned to speak English and to play with children of different

STUDENT READING #8 (Cont'd)

backgrounds and religions. They began to talk and dress like other American children. The schools also had night classes for the parents. In these classes, the immigrants were taught the English language and American history to help them become citizens.

The Japanese were a late immigrant group. Most arrived from 1900 to 1910 and settled in Hawaii or along our West Coast. From the beginning they were set apart because they were members of the yellow race and had different customs. Often Americans were unkind to them. Finally Japan agreed not to let any more of her citizens come to the United States. Japanese children born in this country, however, were American citizens and went to American schools. But they were called Nisei and many felt like "second-class" citizens. In 1941, Japan attacked the United States at Pearl Harbor. All Japanese-Americans were under suspicion. Our government decided to move them from their homes and jobs on the West Coast to inland camps, even though many had become American soldiers and were fighting bravely for this country. After the war, many families returned to the West Coast. It is to their credit that they have re-entered American life and made many contributions.

Some people began to say that too many immigrants were coming to the United States. Many immigrants wanted to live near people who had come from their own country in Europe. In these groups, people kept their own language and customs. It was said by some that these people did not want to learn American ways. There were American workers who said that the immigrants worked for less money and took jobs away from those who had been in this country longer. Starting in the 1880's, Congress passed laws to discourage immigration. In 1882, Chinese were forbidden to enter the United States. Beginning in 1917, no one was allowed to enter the country who could not read or write. In 1924, Congress limited the number of immigrants to 150,000 a year. Congress also stated how many could come from each country. This is called the "quota system." There was no limit on the number of

STUDENT READING # 8 (Cont'd)

immigrants who could come from Canada or Latin America. The latest law, in 1952, made changes in earlier laws. Thus, fewer immigrants are coming from Europe and more from Puerto Rico, Mexico and Canada. Many settle in the East or Southwest where they do factory or farm work.

The Puerto Ricans are American citizens. Their island home is small and overcrowded. Most of the people live on farms. But when the Puerto Rican comes to the mainland, he must go to the larger cities to find work. But jobs are not as plentiful as they were for earlier immigrants, and the problem of learning a new language is still there. So the Puerto Rican cannot earn much money. He must live crowded into the poorest sections of our cities. In spite of these handicaps, Puerto Ricans are producing leaders in government, education, and entertainment.

--From Exploring American History by Melvin Schwartz and John O'Connor. Globe Book Company, c1963, pp. 326-327.

STUDENT READING # 9

PEOPLE OF THE PAST: JACOB RIIS

He Spoke Out For Immigrants

Fame came to Jacob Riis with the publication 1890 of his book on New York City tenements, How The Other Half Lives. Here was revealed the poverty that darkened the lives of many immigrants newly arrived in the United States.

The book was more than a shocker. It told the conditions under which immigrants lived so that steps could be taken to improve their lot. The following is a typical passage:

> "A map of the city, colored to designate nationalities, would show more stripes than on the skin of a zebra, and more colors than any rainbow. The city on such a map would fall into two great halves, green for Irish, prevailing in the West Side tenement districts, and blue for the Germans on the East Side. But intermingled with these ground colors would be an odd variety of tints."

Jacob Riis's book combined the two strong interests of his life--helping the unfortunate and writing articles and books. Born in Denmark, he was surprised at the age of 13 to discover a tenement in the town where he lived. First he got rid of the rats that ran through the building. Then he tried to clean away the dirt he found there.

At the age of 21 Riis landed in New York as an immigrant. After trying his hand at different jobs, he became a journalist. His chief concern was with the unfortunate, and one article described how a New York court was asked to declare a little girl as an animal so she could be protected by the law for mistreated beasts. He wrote:

> "I saw the unclothed child laid at the feet of the judge, who turned his face away, and in the stillness of that courtroom I heard a voice raised, claiming for that child the protection man had denied it, in the name of the hopeless cur on the streets."

STUDENT READING # 9 (Cont'd)

This description moved readers so deeply that it led to the formation of the Society for the Prevention of Cruelty to Children.

A stream of stories poured from Riis's pen asking for the cleaning up of tenements, establishment of child labor laws, doing away with fire nazards, and improvement of the city's water supply. When he won a fight to wipe out the city's worst tenement block, the building that took its place was named the Jacob A. Riis Neighborhood House.

Jacob Riis won the admiration and assistance of Theodore Roosevelt, who became the city's Police Commissioner in 1895. Together they prowled the city, looking for policemen who were failing to do their duty. The nationwide fame that Theodore Roosevelt achieved through his work with the police helped him later in his rise to the presidency.

Although many people urged Riis to enter politics himself, he always replied that he was too busy. In fact, Riis kept on with his efforts for change even after he developed heart disease. His health might have improved if he'd stopped working so hard, As it was, he died in 1913--worn out from a continuing fight to defend the poor and the weak.

The adjustment of the 19th-century immigrants to America--the Germans, the Irish, and others--was helped by Jacob Riis. His life showed what could be accomplished by one dedicated man.

Other Americans like Jacob Riis were concerned about making a better life for all Americans. Carl Schurz, a German immigrant, wrote about life in America and used his position as U. S. Senator from Missouri to speak out for laws to help people. Booker T. Washington founded Tuskegee Institute in Alabama to help Negroes get an education. Susan B. Anthony fought for the rights of women and asked our leaders to give women the vote. Samuel Gompers founded the American Federation of Labor so that workers could join together and ask for better wages. And Jane Addams of Hull House helped the parents and children of immigrant families in

STUDENT READING # 9 (Cont'd)

Chicago to learn how to get along in America. Like Jacob Riis, all these people wanted our country to be a land of justice and opportunity for all people.

-- from "Our Times," AEP Periodicals,
December 4, 1968

THE TIMES, THEY ARE A-CHANGIN'

Many changes have taken place in the United States during the past twenty years. Let's start with 1963. That year was the anniversary of the Emancipation Proclamation. It was exactly 100 years since President Abraham Lincoln had declared slaves in the South to be free men. Black leaders in 1963 decided to call attention to the problems that black people in the United States were still having.

Although blacks had been free for one hundred years, they did not have equal rights with white people. In many places, they were not allowed to vote. They could not get good jobs. They had to sit in special cars when they traveled on railroads or in separate sections on buses. They were not allowed to eat in restaurants or at lunch counters. Their children had to go to separate schools.

Dr. Martin Luther King, Jr. led a demonstration in Birmingham, Alabama in 1963 to protest laws that kept black people separate. People marched and sang songs and carried signs asking for equal treatment. The Birmingham police treated these demonstrators harshly. They used fire hoses and police dogs to stop the marchers. Many of them were put in jail. People everywhere were shocked when they read newspaper accounts and saw television programs about Birmingham.

Throughout the rest of 1963, demonstrations and marches were held in other cities. The Civil Rights Revolution had started. The Civil Rights Revolution or the Civil Rights Movement are names that people gave to this drive for equal rights that started in the 1960's.

All across the nation black people began to work for their rights. They were joined by white people who also believed that Negroes should be treated equally. These groups followed the non-violent philosophy of Dr. Martin Luther King, Jr. Dr. King said that if Negroes refused to use violence when insulted or attacked, those who attacked them would be shown as hateful and cruel people.

The methods they used were different in different places. In Montgomery, Alabama, when a black woman was put off a bus because she wouldn't sit in the back,

Negroes stopped riding the buses until the company agreed to let them sit anywhere. In Greensboro, South Carolina, when restaurant owners refused to serve meals to black students, students just sat in the restaurants day after day until the owners agreed to let them buy meals. In Mississippi, when black people were not allowed to register to vote, students set up a summer project to help them win the right to vote.

In some places, even though people tried to be non-violent, violence broke out. Riots and civil disturbances took place in many cities. More and more people became concerned about these troubles. And so new laws were passed. The Civil Rights Laws of 1964 said that hotels, motels, restaurants, theatres and sports arenas must serve Negroes on an equal basis. Segregation in parks, playgrounds and swimming pools was also ended. The Voting Rights Act of 1965 said that Negroes must be allowed to vote in federal and state elections.

These successes made other groups that had been treated unfairly decide to work for their rights. Mexican-Americans organized to seek better job and educational opportunities. Indians began to ask for the right to run their own affairs and to use their land as they saw fit. The Civil Rights Movement made everyone more aware of the injustices that poor people had suffered for many years.

We are still living in changing times. Our country is trying to find ways to guarantee equal rights and opportunities to all our citizens. Together we are beginning to understand that everyone in America must have an equal chance. We are trying to make the dream of the men who started our country --"liberty and justice for all" -- come true.